



SIXTEENTH ANNUAL
ACCOUNTABILITY
LEADERSHIP INSTITUTE
FOR ENGLISH LEARNERS
AND IMMIGRANT STUDENTS

2015 FOCUS
Internal Accountability Systems
to Build Instructional Capacity
for Deeper Learning

December 7–8, 2015

THE WESTIN BONAVENTURE HOTEL
& SUITES
LOS ANGELES, CALIFORNIA




Sponsored by the
California Department
of Education



General Information

Welcome to the 2015 Accountability Leadership Institute (ALI)! This two-day event is an opportunity to network with other professionals from across the state who serve English learners. We invite you to join us as we explore “Internal Accountability Systems to Build Instructional Capacity for Deeper Learning.”

 **Questions and Problems**—California Department of Education (CDE) staff and planning committee members are available to assist you if you have any questions or need directions. Inquiries may be made at the ALI registration desk or by speaking with any CDE staff member.



Cell Phones—Please silence your cell phone while attending sessions.



Name Badge—Please wear your name badge at all times throughout the Institute. Your name badge is your admission ticket to all sessions.



Meals—On Monday, December 7, breakfast and lunch will be provided, along with light refreshments at the evening reception. Coffee and brunch will be provided on Tuesday, December 8.



Smoking—Smoking is **NOT** permitted in the hotel.



Parking—Only valet parking (24-hour) is available; cost is \$24 per day.



Twitter—Follow us on Twitter at http://twitter.com/@ali_cde (#2015ALI).



Facebook—Visit us on Facebook at <http://www.facebook.com/accountabilityleadershipinstitute>.



Materials—Log on to <https://www.mydigitalchalkboard.org/> for session materials and additional information prior to the ALI. This Web site will be updated regularly with session presentation materials and handouts. Internet access will not be available during the conference.



Evaluation—Please remember to complete the ALI evaluation form. You may turn in your completed form at the ALI registration desk, or give it to a conference facilitator. Your feedback is valued and will help inform the 2016 ALI planning committee.



Airport Transportation—Transportation to and from Los Angeles International Airport (LAX) and Bob Hope Airport (in Burbank) is available through SuperShuttle services. Reservations may be made online at <http://www.supershuttle.com/> or by phone at 1-800-258-3826. Taxi service is also available; please check with the front desk. Be sure to talk with other Institute attendees about the opportunity to share a taxi or other form of transportation.



Show Your Badge—The Show Your Badge program allows conference attendees to receive discounts and special offers at more than 25 restaurants, plus activities and nightlife establishments in downtown Los Angeles. For more information, visit <http://www.discoverlosangeles.com/blog/show-your-badge-offers>.



Attractions—The Westin Bonaventure Hotel & Suites positions you within walking distance of some of the most popular tourist attractions in Los Angeles. The attractions below are located within one mile of the hotel. Additional information is available through the hotel Web site (<http://www.thebonaventure.com/>).

- Macy's Department Store
- Walt Disney Concert Hall
- The Center Theater Group
- Music Center—Performing Arts Center
- Dorothy Chandler Pavilion
- Museum of Contemporary Art
- Jewelry District
- Staples Center
- L.A. LIVE
- Microsoft Theater
- Little Tokyo
- Los Angeles Convention Center
- Cathedral of Our Lady of the Angels

ACCOUNTABILITY LEADERSHIP INSTITUTE

for English Learners and Immigrant Students

Internal Accountability Systems to Build Instructional Capacity for Deeper Learning

The 2015 Accountability Leadership Institute will provide a platform for local educational agencies to receive technical assistance, share their best practices, and provide current information regarding English learner issues. The theme of this year's Institute is "Internal Accountability Systems to Build Instructional Capacity for Deeper Learning." The California Standards continue to be implemented in school districts across the state, and California leads the nation by having a combined English Language Arts/English Language Development Curriculum Framework. These standards and the related framework present rigorous academic challenges, as well as exciting and inspiring learning opportunities for California's English learners. Through presentations, workshops, and technical assistance forums, the 2015 Accountability Leadership Institute will provide guidance for implementing effective programs and accountability systems to improve the achievement of English learners and immigrant students.

**Reception
Invitation**
December 7, 2015
5:00 p.m.–7:00 p.m.
Hollywood Ballroom

Reception Keynote Address:

Keeping California on the Cutting Edge

Dr. Ilene Straus

Vice President, California State Board of Education



Student Address:

Let's Use Our Brains! How Languages and the Arts Make You Smarter

Liliana Sánchez

Grade Five, Dual Language Academy at Walnut Grove (K–8) School in Patterson, California



Student Entertainment Provided by the Mariachi Conservatory

The Mariachi Conservatory strives to provide students with a mariachi music education by enriching their knowledge of Mexican folk music and developing their mariachi musicianship skills—such as developing an appreciation for mariachi music form and development, understanding regional and historical variations of mariachi music, demonstrating a variety of mariachi skills and techniques with appropriate instruments, and creating awareness of the literal and emotional content of mariachi music.

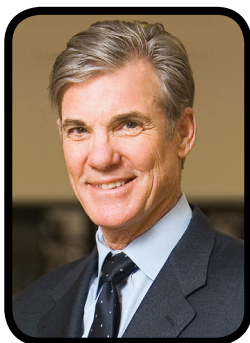


CALIFORNIA
DEPARTMENT OF
EDUCATION

TOM TORLAKSON

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

December 7, 2015



Dear Institute Participants:

It is my pleasure to welcome you to the 2015 Accountability Leadership Institute for English Learners and Immigrant Students. This year's theme is "Internal Accountability Systems to Build Instructional Capacity for Deeper Learning."

This two-day gathering is designed to assist school and district administrators, program directors and evaluators, superintendents, school board members, instructional leaders, and other English learner education stakeholders in developing effective policies and providing successful programs for English learners and immigrant students.

There are nearly 1.4 million English learners and approximately 138,000 immigrant students attending California's public schools. One of every four students is an English learner, and those students are enrolled in every school district in the state.

This year's institute highlights current research and practice on English learner issues and features state and national experts. Workshop sessions provide professional development opportunities involving English learner program implementation, evaluation, and assessment systems. Focus areas include a Title III director's strand, a superintendent panel discussion on standards implementation efforts, local educational agency plan development, and ideas for solving issues of equity for diverse populations. The institute will also address the expansion of programs involving English learner students, such as Science, Technology, Engineering, and Mathematics (STEM), the State Seal of Biliteracy, and Migrant Education programs.

This event offers the opportunity to exchange ideas and expand partnerships with colleagues and organizations so we are better able to ensure that English learners and immigrant students achieve English proficiency and meet or exceed state academic standards.

I would like to express my gratitude and appreciation for your continued collaboration and commitment to California's students. You are a partner with the California Department of Education in our ongoing efforts to provide every child in the state with a world-class education.

Sincerely,

TOM TORLAKSON

State Superintendent of Public Instruction



CONTENTS

Page

Institute at a Glance	4
Overview of Workshops	6
California Leadership	8
Federal Title III Leadership	11
Keynote Speakers	12
Featured Speakers	15
Workshop Sessions	
Monday, December 7, 2015	
Session A (10:45 a.m.–12:00 p.m.)	18
Session B (1:45 p.m.–3:00 p.m.)	21
Session C (3:15 p.m.–4:30 p.m.)	23
Tuesday, December 8, 2015	
Session D (8:00 a.m.–9:15 a.m.)	25
Session E (11:15 a.m.–12:30 p.m.)	28
Session F (12:45 p.m.–2:00 p.m.)	30
Acknowledgments.....	32
Notes	33

INSTITUTE AT A GLANCE



SUNDAY, DECEMBER 6

4:00 p.m.–6:30 p.m. Early Registrant Check-in

MONDAY, DECEMBER 7

7:00 a.m.–5:00 p.m. Registrant Check-in

7:00 a.m.–8:30 a.m. Continental Breakfast

8:30 a.m.–10:30 a.m. **General Session and Opening Ceremony**
California Ballroom (San Francisco/Sacramento Room)

Welcome

Lupita Cortez Alcalá

Deputy Superintendent

Instruction and Learning Support Branch

California Department of Education

U.S. Department of Education Update: Title III

Supreet Anand

U.S. Department of Education

*English Learners in a High-Challenge, High-Support
Classroom: Key Practices and Implications for Schools*

Pauline Gibbons, Ph.D.

University of New South Wales, Sydney, Australia

10:45 a.m.–12:00 p.m. Session A Workshops

12:15 p.m.–1:30 p.m. **Lunch Keynote and General Session**
California Ballroom (San Francisco/Sacramento Room)

Introduction

Veronica Aguila, Ed.D.

Director, English Learner Support Division

California Department of Education

ELA/ELD Framework: The Big Picture of Implementation

Hallie Yopp Slowik, Ph.D.

California State University, Fullerton

1:45 p.m.–3:00 p.m. Session B Workshops



INSTITUTE AT A GLANCE

MONDAY, DECEMBER 7 (*continued*)

3:15 p.m.–4:30 p.m.

Session C Workshops

5:00 p.m.–7:00 p.m.

Keynote Presentation and Networking Reception
Hollywood Ballroom

Student Entertainment

Introduction

Brian Shedd

Conference Chair

Language Policy and Leadership Office

California Department of Education

Keeping California on the Cutting Edge

Dr. Ilene Straus

Vice President, California State Board of Education

TUESDAY, DECEMBER 8

7:00 a.m.–9:00 a.m.

Registration and Coffee Service

8:00 a.m.–9:15 a.m.

Session D Workshops

9:30 a.m.–11:00 a.m.

Brunch Keynote and General Session
California Ballroom (San Francisco/Sacramento Room)

Introduction and Acknowledgments

Elena Fajardo

Administrator

Language Policy and Leadership Office

California Department of Education

*Improving English Learners' Achievement Through Collaboration
and Advocacy*

Diane Staehr Fenner, Ph.D.

DSF Consulting, LLC

11:15 a.m.–12:30 p.m.

Session E Workshops

12:45 p.m.–2:00 p.m.

Session F Workshops

2:15 p.m.

Adjourn

OVERVIEW OF WORKSHOPS

MONDAY December 7	CALIFORNIA BALLROOM (SAN FRANCISCO AND SACRAMENTO)	CALIFORNIA BALLROOM (SAN DIEGO)	CALIFORNIA BALLROOM (SAN JOSE)
8:30 a.m.–10:30 a.m. General Session and Opening Ceremony	Welcome — Lupita Cortez Alcalá U.S. Department of Education Update: Title III — Supreet Anand General Session Keynote — Pauline Gibbons, Ph.D. <i>*English Learners in a High-Challenge, High-Support Classroom: Key Practices and Implications for Schools</i>		
10:45 a.m.–12:00 p.m. Session A		A Transformative District– University Partnership Framework Focused on Equity and Access for English Learners	Supporting Math and Science Teachers’ Use of the California ELD Standards
12:15 p.m.–1:30 p.m. Lunch Keynote and General Session	Introduction — Veronica Aguila, Ed.D. Lunch Keynote — Hallie Yopp Slowik, Ph.D. <i>*ELA/ELD Framework: The Big Picture of Implementation</i>		
1:45 p.m.–3:00 p.m. Session B		Integrated and Designated ELD: What Does It Really Look Like?	Transitioning to a New Accountability System: Moving Forward
3:15 p.m.–4:30 p.m. Session C		Classroom Talk as a Bridge to Literacy	Superintendent Panel: Obstacles Faced and Successes Realized During ELD Standards and ELA/ ELD Framework Implementation
5:00 p.m.–7:00 p.m. Keynote Presentation and Networking Reception	Student Entertainment Introduction — Brian Shedd Reception Keynote: Dr. Ilene Straus <i>*Keeping California on the Cutting Edge</i>		
TUESDAY December 8	CALIFORNIA BALLROOM (SAN FRANCISCO AND SACRAMENTO)	CALIFORNIA BALLROOM (SAN DIEGO)	CALIFORNIA BALLROOM (SAN JOSE)
8:00 a.m.–9:15 a.m. Session D		A Framework for the Explicit Teaching of Writing in Content- Based Classrooms	Using <i>Maker Education</i> to Leverage Language Opportunities for English Learners
9:30 a.m.–11:00 a.m. Brunch Keynote and General Session	Introduction and Acknowledgments — Elena Fajardo Brunch Keynote — Diane Staehr Fenner, Ph.D. <i>*Improving English Learners’ Achievement Through Collaboration and Advocacy</i>		
11:15 a.m.–12:30 p.m. Session E		Building Districtwide Coherence, Alignment, Capacity, and Accountability for English Learners	Developing EL Primary Language and Literacy as a Pathway to College and Career Readiness
12:45 p.m.–2:00 p.m. Session F		LCFF and English Learners: Now Is the Time for Comprehensive Programs and Services	Title III Accountability Reporting Updates



OVERVIEW OF WORKSHOPS

SAN GABRIEL ABC	SANTA ANITA AB	SANTA ANITA C	PALOS VERDES	HOLLYWOOD BALLROOM
Leading with Learning: Blended Professional Learning for Implementing the ELA/ELD Framework (Part 1 of a 2-part session)	U.S. Department of Education Update: Reorganization of ED and EDGAR	Creativity at the Core: Engaging English Learners in Powerful Arts Learning	Technical Assistance (Not a formal presentation)	
Leading with Learning: Site and District Systems for Implementing the ELA/ ELD Framework (Part 2 of a 2-part session)	Studying and Using California's New English Language Development Standards	Teaching and Leading: Using <i>Greatness by Design</i> and the Quality Professional Learning Standards to Build Instructional Capacity	Technical Assistance (Not a formal presentation)	
Resources to Support Instruction of English Learners	Equity and Advocacy For Our Students	California's Educator Equity Plan: 2015 and Beyond	Technical Assistance (Not a formal presentation)	
SAN GABRIEL ABC	SANTA ANITA AB	SANTA ANITA C	PALOS VERDES	HOLLYWOOD BALLROOM
Reexamining Formative and Performance Assessment Practices Through the Lens of Academic Language	EDGAR: Old Friend, New Look	Turnaround Arts: California — Building Instructional Capacity Through the Arts	Technical Assistance (Not a formal presentation)	
We Are On Our Way: Transitioning to the English Language Proficiency Assessments for California	Title III: Supplement, Not Supplant	Engineering Learning Opportunities for English Learners	Pathways to Biliteracy: Understanding the Two- Way Bilingual Immersion Program Framework	
How Does English Work? A Text-Analysis Perspective	Migrant Education Panel: Innovative Ways to Use Federal Migrant Funds to Support English Learners	Why Computer Science Matters to English Learners	Title III Program Basics	





Lupita Cortez Alcalá is the Deputy Superintendent of the Instruction and Learning Support Branch at the California Department of Education (CDE). Ms. Alcalá has been working on English learner issues in state and federal policy for more than 16 years. She oversees support for English learners and migrant students for the State of California and has overseen the development of California's English Language Development Standards and English Language Arts/English Language Development (ELA/ELD) Framework.

Ms. Alcalá is a graduate of Harvard University's School of Education, where she earned a master's degree in planning administration and social policy. She earned her bachelor's degree from the University of California, San Diego, majoring in political science with a minor in Spanish literature. She has more than a decade of experience in government affairs for K–12 and higher education. Ms. Alcalá was formerly Deputy Superintendent of the CDE's Government Affairs and Charter Development Branch. Prior to joining the CDE, Ms. Alcalá served as the Deputy Legislative Secretary to former California Governor Gray Davis; in that role, she was a liaison to the education community and advised the governor on all K–12 and higher education legislation.



CDE English Learner Support Division

Veronica Aguila, Ed.D., is the Director of the CDE's English Learner Support Division (ELSD). The division oversees the Language Policy and Leadership Office (LPLO), the Technical Assistance and Monitoring Office (TAMO), and the Migrant Education Office (MEO). The division coordinates the CDE's efforts to address the needs of English learners and migrant students in California.

Dr. Aguila previously served as the administrator of the Southern Field Services Office in the CDE's Early Education and Support Division, administrator of the Curriculum and Adoptions Office, and held various leadership roles in the department. Her career includes 29 years in the California public school system as a biliterate and ELD teacher, Reading Specialist, school district and county administrator, and lecturer for the California State University system. She received her doctorate in educational leadership and organizational change from St. Mary's College. Dr. Aguila's passion for addressing the needs of English learners comes from her personal experiences as an immigrant, former migrant worker, and English learner.



Elena Fajardo is the Program Administrator for the CDE's Language Policy and Leadership Office (LPLO). Ms. Fajardo's background includes more than 40 years of work in education. She began her career as an instructional assistant in an experimental bilingual program. As a teacher, she taught numerous subjects and grade levels in bilingual, Specially Designed Academic Instruction in English, and ELD settings. Ms. Fajardo served as a mentor teacher, a district English learner/bilingual program developer, a teacher trainer for site and county levels, and most recently as a site and district administrator. In her work as a CDE consultant a few years back, Ms. Fajardo focused on English learner program compliance and improvement in various offices in the department. As the administrator for the LPLO, Ms. Fajardo brings a wide range of experience and continues to support Superintendent Torlakson's vision for higher-quality English learner programs.



Sonia Petrozello is the Program Administrator for the CDE's Technical Assistance and Monitoring Office (TAMO), managing state and federal categorical program compliance reviews for English learner and migrant programs. Ms. Petrozello has worked for more than nine years on all statewide aspects of the English learner program. She has an extensive background in working with English learners in many capacities. Ms. Petrozello has been a regular presenter at California's annual Migrant Parent Conference and the California Association for Bilingual Education (CABE) Conference, speaking about school- and district-level English learner parent advisory committees and federal and state compliance requirements. Ms. Petrozello was raised in a bilingual setting in Puerto Rico and earned a master's degree in education leadership and organization from the University of California, Santa Barbara.



Celina Torres is the Administrator for the CDE's Migrant Education Office. Ms. Torres began her career as an elementary bilingual teacher in Los Angeles. She subsequently earned a master's degree in public policy and worked as a research manager and policy analyst in the area of education, focusing on the elimination of the achievement gap for Latinos. This work centered on the development of reports on Latino educational attainment and the establishment of partnerships with key stakeholders in the Latino community. Most recently, Ms. Torres has worked with state-level educational and health programs that serve and support at-risk populations in Texas, Hawaii, and California.



Marya Cowan has been with the ELSD for two and a half years, working first as an Education Fiscal Services Assistant before being promoted to Staff Services Manager I of the Division Support Office. The Division Support Office provides administrative support to the division's three offices and analytical support to the Migrant Education Office's grant and contract processes. Ms. Cowan has served the State of California for 35 years, spending most of that time providing fiscal management of two federal grant programs: the Carl D. Perkins Career and Technical Education Program and the Adult Education and Family Literacy Program.



Supreet Anand is the Title III Group Leader for Team 3 of the U.S. Department of Education (ED) Office of State Support, which is part of the ED Office of Elementary and Secondary Education. Before joining ED, Ms. Anand served as the Title III specialist for the Maryland State Department of Education. She was instrumental in the development of the English Language Proficiency standards and Title III accountability measures in Maryland. She has also served as the Chair of the national Teachers of English to Speakers of Other Languages (TESOL) Standards Committee. As an adjunct faculty member at the University of Maryland, Ms. Anand also taught English to Speakers of Other Languages (ESOL) methodology courses to graduate students.

Prior to taking her position at the Maryland State Department of Education, Ms. Anand was the supervisor of the ESOL program in Prince George's County Public Schools, a suburb of Washington, DC, with the second-largest population of English learners in Maryland. In this capacity she provided leadership in all areas of ESOL program development, including curriculum development, program evaluation and accountability, standards development, and teacher training. Additionally, Ms. Anand has Maryland state certification in ESOL and has taught K–12 ESOL for more than 10 years in India and the United States. In 2005 she co-authored a book chapter (with Dr. Rebecca L. Oxford and Dr. K. R. Massey) titled “Transforming Teacher–Student Style Relationships: Toward a More Welcoming and Diverse Classroom Discourse,” which appeared in *The Power of Context in Language Teaching and Learning* (Heinle and Heinle Publishers). Ms. Anand holds a Master of Science degree in applied linguistics from Georgetown University.

KEYNOTE SPEAKERS



Pauline Gibbons, Ph.D., taught postgraduate and undergraduate TESOL courses at the University of Technology Sydney (in Australia) for many years and is now an adjunct professor at the University of New South Wales. Her work with teachers has taken her to Hong Kong, Sweden, Laos, Singapore, Indonesia, Thailand, China, South Africa, the Marshall Islands, Iran, Germany, the United Kingdom, and the United States, as well as other locations. In recent years, she has worked with teachers in remote indigenous communities in Australia, with ELA/ELD teachers across Australia, and as a consultant in international schools in Southeast Asia.

A major focus of her research has been on the ways that teachers can provide an intellectually challenging curriculum for English learners (ELs), while at the same time providing ELs with the language scaffolding essential to the development of academic language and literacy across the curriculum. This focus on a “high-challenge, high-support” learning environment is the context for much of Dr. Gibbons’ current work with teachers.



Hallie Yopp Slowik, Ph.D., is a professor in the Department of Elementary and Bilingual Education at California State University (CSU), Fullerton, and co-director of the CSU’s systemwide Center for the Advancement of Reading. The author of numerous books and articles on literacy development, Dr. Yopp Slowik recently served as one of the primary writers of the *English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve* (2015 edition) and the accompanying executive summary. She is an inductee into the California Reading Hall of Fame, serves on the International Literacy Association’s Early Literacy Task Force, and is the recipient of CSU Fullerton’s Outstanding Professor of the Year Award and the CSU Wang Family Excellence Award. Dr. Yopp Slowik worked in a bilingual public school setting for many years prior to her appointment at CSU Fullerton and continues to collaborate with districts, agencies, and organizations to serve children, youths, and their families.



Ilene Straus, Ed.D., is the Vice President of the California State Board of Education (SBE). Prior to her appointment to the SBE, Dr. Straus served as the assistant superintendent for educational services in the Beverly Hills Unified School District and worked as a teacher, principal, and senior director of secondary education. She received her bachelor's degree and elementary teaching credential from University of California, Los Angeles; her master's degree in educational administration from CSU, Northridge; and her doctorate in educational leadership from the University of Southern California.

In 2002, Dr. Straus was named chief educational officer/principal of Santa Monica High School, where she guided the redesign of a large, comprehensive high school into six smaller learning communities, helping the school to raise its academic performance significantly with all subgroups. The U.S. Department of Education declared the school a national model for high school redesign, and *Newsweek* named it one of the country's top 300 performing high schools. Dr. Straus has taught graduate courses at California State University, Northridge; the University of Southern California; and Loyola Marymount University. These courses have focused on reform and change for Pre-K through 16, policy influences, college access and success, schools and equity, teachers and teaching, standards and assessment, and educational leadership. Currently, Dr. Straus teaches in the doctoral program at the University of California, Los Angeles, and focuses her time on SBE priorities and responsibilities, consulting, educational projects, and graduate teaching.

KEYNOTE SPEAKERS



Diane Staehr Fenner, Ph.D., is the founder and president of DSF Consulting, LLC, a woman-owned small business based in Washington, DC, that is dedicated to the achievement of English learners. Recent projects include conducting a study of dual language policy and practice in the United States, developing English language proficiency standards for adult education, creating evaluative rubrics for K–12 English learners in New York City schools, and supporting the growing English learner population in the Syracuse City School District (Syracuse, New York) through ongoing technical assistance. Dr. Staehr Fenner writes a popular blog for the Colorín Colorado Web site (<http://www.colorincolorado.org/>) on implementing the Common Core State Standards for English learners.

Dr. Staehr Fenner also serves as program coordinator for TESOL International Association’s Council for the Accreditation of Educator Preparation (CAEP). She is the author of *Advocating for English Learners: A Guide for Educators* (Corwin, 2014) and co-authored *Evaluating ALL Teachers of English Learners and Students with Disabilities: Supporting Great Teaching* (Corwin, 2015). Dr. Staehr Fenner gained research and English learner policy experience at George Washington University’s Center for Excellence and Equity in Education. Her instructional background includes 10 years as an ESOL teacher, dual language assessment teacher, and ESOL assessment specialist in Fairfax County Public Schools, Virginia.



Laurie Olsen, Ph.D., is Director of the Sobrato Early Academic Language (SEAL) initiative for English Learners, a Pre-K–3 model for preventing the creation of long-term English learners in this Common Core era. Successfully piloted in two districts, the SEAL model is now being replicated in 69 schools and 12 school districts throughout the state. Her career spans half a century as a researcher, writer, advocate, and provider of technical assistance and professional development on powerful programs for English learners from preschool through community college. For 23 years, Dr. Olsen led California Tomorrow, a nonprofit organization committed to California’s future as a culturally and linguistically diverse state. Her acclaimed Secondary School Leadership for English Learner Success series has supported hundreds of educators throughout California to address English learner needs.

Dr. Olsen designed and directed a nationally acclaimed demonstration project in immigrant education in high schools and served as chief consultant to the PROMISE Initiative (a six-county, six-district collaborative focused on transformative education for English learners from Pre-K to grade twelve in Southern California). She has published dozens of books, videos, articles, and reports on educational equity, including *Reparable Harm: Fulfilling the Promise of Educational Opportunity for California’s Long Term English Learners*. The book led to innovative state policy and statewide efforts to better meet the needs of this large and at-risk population of students.

A consultant on English learner education with hundreds of schools and districts throughout the nation, Dr. Olsen has designed and directed effective school-change efforts for closing the achievement gap for English learners. She serves on the executive board of Californians Together (a coalition to protect the rights of English learners), where she has been instrumental in developing and fostering a national movement to implement the Seal of Biliteracy.

FEATURED SPEAKERS



Kenji Hakuta, Ph.D., is the Lee L. Jacks Professor of Education at Stanford University, where he teaches courses on language development, bilingual education, research methods, and statistics. He currently serves as the co-lead of the Understanding Language Initiative that addresses the challenges and opportunities of the Common Core State Standards and implications for English learners. He is also the lead coordinator of the English Learner State Collaboratives on Assessment and Student Standards (ELSCASS) for the Council of Chief State School Officers (CCSSO). Dr. Hakuta's research is in the areas of psycholinguistics, bilingualism, language shift, and the acquisition of English in immigrant students. He is the author and editor of several books.

Dr. Hakuta has been active at many levels of policy and practice in education, particularly regarding language-minority students. Besides research, he is professionally active in the areas of language policy, education of language-minority students, affirmative action in higher education, and improvement of quality in educational research. He has served on the boards of the Spencer Foundation and the Educational Testing Service and chaired the National Educational Research Policy and Priorities Board of the U.S. Department of Education. Dr. Hakuta currently serves on the boards of the New Teacher Center and the National Academy of Education.



Silvia Dorta-Duque de Reyes served as an Expert Panel Member for the development of California's English Language Development Standards and subsequently contributed as a Curriculum Framework and Evaluation Criteria Committee Member during the development of the ELA/ELD Framework for the California Department of Education (CDE). She is well known for her contributions in the areas of curriculum design, staff development, and parent involvement. Her area of expertise is biliteracy, with a focus on academic language and the organization of instruction for explicit teaching of Spanish to English cross-linguistic transfer. In collaboration with the CCSSO and the CDE, she coordinated the Spanish translation and linguistic augmentation of the Common Core State Standards for Language Arts and Mathematics.

FEATURED SPEAKERS



Nancy S. Brownell is the Senior Fellow for Local Control and Accountability and Common Core Systems Implementation, with responsibilities for working with both the California State Board of Education and the California Department of Education. Ms. Brownell has many years of experience as a teacher, administrator, and educational leader, supporting the goals of increased student achievement and equity for all students. She has taught at numerous grade levels (from kindergarten through university) and has administrative experience and expertise in implementing standards-based curricular and instructional programs, developing assessments, and coaching district and school teams. Ms. Brownell is also a school board member in Rescue, California.

SESSION A WORKSHOPS

MONDAY, DECEMBER 7, 2015 • 10:45 a.m.–12:00 p.m.

A Transformative District–University Partnership Framework Focused on Equity and Access for English Learners **California Ballroom** (San Diego Room)

This session includes a panel of district and school site leaders from a variety of schooling contexts across the state who have engaged in multiyear partnerships with the Center for Equity for English Learners at Loyola Marymount University. Panelists will share key insights and outcomes about English learner policies, practices, and accountability systems. Presenters will also share a framework that includes inquiry, reflection, democratic dialogue, and collective action to transform systems for English learners.

Moderator:

Magaly Lavadenz, Ph.D., Professor, Department of Educational Leadership, Founding Director of the Center for Equity for English Learners, Loyola Marymount University; e-mail: Magaly.Lavadenz@lmu.edu

Panel Members:

Elvira Armas, Ed.D., Associate Director, Center for Equity for English Learners, Loyola Marymount University; e-mail: Elvira.Armaz@lmu.edu

Victoria Armstrong, Director of Curriculum, Dinuba Unified School District; e-mail: Vicky.Armstrong@dinuba.k12.ca.us

Tom Johnstone, Ed.D., Superintendent, Wiseburn Unified School District; e-mail: tjohnstone@wiseburn.k12.ca.us

Hilda Maldonado, Executive Director, Multilingual/Multicultural Education Division, Los Angeles Unified School District; e-mail: hilda.maldonado@lausd.net

Eric Todd, Ed.D., Principal, New Academy of Science and Art Charter School; e-mail: todd@newnasa.org

Supporting Math and Science Teachers'

Use of the California ELD Standards

California Ballroom (San Jose Room)

The California Department of Education (CDE) oversaw a legislatively mandated review of the state's 2012 English Language Development (ELD) standards to ensure that the standards address language demands encountered by English learners while engaging with California's mathematics and science standards. WestEd collaborated with the CDE on a review process involving a panel of experts and public feedback; confirmed connections across standards; and developed a supporting document to illustrate these connections for math and science teachers. This session explains how these resources can be used to simultaneously support English learners' language development and math and science learning.

Presenters:

Robert Linquanti, Project Director and Senior Researcher, California Comprehensive Center at WestEd; e-mail: rlinqua@wested.org

Rachel Lagunoff, Ph.D., Senior Program Associate, Comprehensive School Assistance Program, WestEd; e-mail: rlaguno@wested.org



SESSION A WORKSHOPS

MONDAY, DECEMBER 7, 2015 • 10:45 a.m.–12:00 p.m.

Leading with Learning: Blended Professional Learning for Implementing the ELA/ELD Framework (Part 1 of a 2-part session) **San Gabriel ABC**

This session will discuss lessons learned from the U.S. Department of Education's Investing in Innovation (i3) grant: "Leading with Learning: Cultivating Language and Literacy Development, Collaboration, and Equity." A three-year development grant, with WestEd working in partnership with Fresno Unified and Sacramento City Unified School Districts, is focused on improving learning experiences and academic outcomes for English learner (EL) students from transitional kindergarten through grade six. The goal is to establish a scalable and replicable model that can be followed by local educational agencies (LEAs) across California and nationally to ensure educational equity for EL students. The workshop offers sample teaching and learning tasks from blended professional learning courses for teachers and instructional coaches, a video example of what implementation looks like, and concrete tools developed to support teachers and coaches with classroom implementation of California's ELA/ELD Framework and ELD Standards.

Presenters:

Pamela Spycher, Ph.D., Project Director, Leading with Learning i3 Grant, Senior Research Associate, WestEd; e-mail: pspycher@wested.org

Allyson Burns, Leading with Learning Course Facilitator, Elementary Manager, English Learner Services, Fresno Unified School District; e-mail: Allyson.Burns@fresnounified.org

Danielle Garegnani, Leading with Learning Course Facilitator, Senior Research Associate, WestEd; e-mail: dgaregn@wested.org

U.S. Department of Education Update: Reorganization of ED and EDGAR

Santa Anita AB

This session will provide updates on the reauthorization of the Elementary and Secondary Education Act, Title III; the reorganization of the U.S. Department of Education (ED) that aims to better serve states; and the Uniform Guidance designed to streamline and consolidate government requirements for receiving and using federal awards.

Presenter:

Supreet Anand, Title III Group Leader, Student Achievement and School Accountability Program Office, U.S. Department of Education; e-mail: Supreet.Anand@ed.gov

SESSION A WORKSHOPS

MONDAY, DECEMBER 7, 2015 • 10:45 a.m.–12:00 p.m.

Creativity at the Core: Engaging English Learners in Powerful Arts Learning

Santa Anita C

This session engages participants in *Creativity at the Core*, an innovative and exciting California County Superintendents Educational Services Association (CCSESA) Arts Initiative funded by the California Arts Council and the Hewlett Foundation. *Creativity at the Core* has designed a portfolio of culturally and linguistically responsive arts learning curriculum modules of interdisciplinary learning tied to California's state standards, including Common Core, for use by educators across California. The presenters will share the key features of these modules, as well as available resources, and discuss how these tools can be used to provide English learners with access to engaging and challenging arts learning that simultaneously builds language, academic, cognitive, and twenty-first-century skills.

Presenters:

Sarah Anderberg, Director, CCSESA Statewide Arts Initiative and *Creativity at the Core*;
e-mail: sanderberg@ccsesa.org

Francisca Sánchez, Ed.D., CEO, Provocative Practice; e-mail: franciscasanchez53@gmail.com

Charice Guerra, Director of Curriculum, Fillmore Unified School District;
e-mail: cguerra@fillmoreusd.org

Stephanie Enriquez, Arts/History/Social Science/ELD Content Specialist, Ventura County Office of Education; e-mail: senriquez@vcoe.org

Technical Assistance

Palos Verdes

This is not a formal presentation. Consultants from the California Commission on Teacher Credentialing, the CDE's Language Policy and Leadership Office, Technical Assistance and Monitoring Office, Migrant Education Office, English Proficiency and Alternative Assessments Office, Curriculum Frameworks and Instructional Resources Division, and the Professional Learning Support Division will be available to answer questions related to Title III, Federal Program Monitoring, Migrant Education, and CELDT/ELPAC and will provide any other technical assistance needed.



SESSION B WORKSHOPS

MONDAY, DECEMBER 7, 2015 • 1:45 p.m.–3:00 p.m.

Integrated and Designated ELD: What Does It Really Look Like?

California Ballroom (San Diego Room)

This workshop shares tools for helping educators understand the meaning of and differences between integrated and designated ELD. It also presents an approach to designing and planning strong designated ELD lessons that are content-based and connected to integrated thematic units using the new generation of standards.

Presenter:

Laurie Olsen, Ph.D., Director, Sobrato Early Academic Language (SEAL) initiative for English learners; e-mail: lolaurieo@gmail.com

Transitioning to a New Accountability System: Moving Forward

California Ballroom (San Jose Room)

State priorities under the Local Control Funding Formula (LCFF) provide the foundation for transitioning to a new accountability system by defining what California seeks to accomplish for its students and how to measure the progress of local districts and schools relative to these priorities. The new accountability system will be designed to strengthen teaching and learning, improve the individual capacity of teachers and school leaders, and increase the institutional capacity for continuous improvement for schools, districts, and state agencies. This session will provide an overview of the State Board of Education's Policy Framework and Implementation Plan for transitioning to a new accountability system.

Presenter:

Nancy Brownell, Senior Fellow for Local Control and Accountability and Common Core Systems Implementation, California Department of Education; e-mail: NBrownell@cde.ca.gov

Leading with Learning: Site and District Systems for Implementing the ELA/ELD Framework (Part 2 of a 2-part session)

San Gabriel ABC

This session provides examples of the leadership and systems pieces of the U.S. Department of Education's Investing in Innovation (i3) grant: "Leading with Learning: Cultivating Language and Literacy Development, Collaboration, and Equity." This part of the three-year development grant, with WestEd working in partnership with Fresno Unified and Sacramento City Unified School Districts, is focused on creating a districtwide vision for educating EL students and the coherent systems of support that are necessary to enact this vision. The workshop offers examples of tools currently being used and provides a district-leadership perspective on supporting principals, coaches, and schools to monitor the implementation of California's ELA/ELD Framework and ELD Standards. The presenters also discuss the shared responsibility for EL students' academic achievement involving district-leadership teams and cross-district networking.

Presenters:

Pamela Spycher, Ph.D., Project Director, Leading with Learning i3 Grant, Senior Research Associate, WestEd; e-mail: pspycher@wested.org

Vanessa Girard, Director, Multilingual Literacy, Sacramento City Unified School District; e-mail: vanessa-girard@scusd.edu

María W. Maldonado, Assistant Superintendent, English Learner Services, Fresno Unified School District; e-mail: Maria.Maldonado@fresnounified.org

SESSION B WORKSHOPS

MONDAY, DECEMBER 7, 2015 • 1:45 p.m.–3:00 p.m.

Studying and Using California's New English Language Development Standards

Santa Anita AB

Based on research and development work conducted at several California school districts, this workshop introduces a sequence of collaborative tasks designed to study, learn, and use California's new English Language Development (ELD) standards. In particular, the tasks help illuminate the important advancements represented in the new ELD standards and critical features of the standards that hold significant promise for the design and delivery of designated and integrated ELD instruction.

Presenter:

William Saunders, Ph.D., Associate Research Psychologist, University of California, Los Angeles; Co-Chair, Research Director, Talking Teaching Network; e-mail: bsaunder@ucla.edu

Teaching and Leading: Using *Greatness by Design* and the Quality Professional Learning Standards to Build Instructional Capacity

Santa Anita C

Workshop participants will learn more about the recommendations provided in *Greatness by Design: Supporting Outstanding Teaching to Sustain a Golden State*, a report from State Superintendent of Public Instruction Tom Torlakson's Task Force on Educator Excellence that offers guidance to educators for strategically planning and improving instructional practice in their schools. Attendees will also explore the Quality Professional Learning Standards to acquire a better understanding of what effective professional learning is, why it improves instructional practice, and how it is integral to local continuous improvement efforts.

Presenters:

Carrie Roberts, Director, Professional Learning Support Division, California Department of Education; e-mail: CRoberts@cde.ca.gov

Judith Ennis, Technical Assistance Consultant, American Institutes for Research; e-mail: jennis@air.org

Technical Assistance

Palos Verdes

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SESSION C WORKSHOPS

MONDAY, DECEMBER 7, 2015 • 3:15 p.m.–4:30 p.m.

Classroom Talk as a Bridge to Literacy

California Ballroom (San Diego Room)

This workshop will illustrate the central role of spoken language in providing a bridge to literacy and academic language for leadership insight. Using authentic classroom examples, the presenter will discuss how certain kinds of talk—“literate” spoken language—can provide scaffolding for the development of academic literacies. This has implications for school leadership via teacher development and curriculum planning.

Presenter:

Pauline Gibbons, Ph.D., Adjunct Associate Professor, School of Education, University of New South Wales, Sydney, Australia

Superintendent Panel: Obstacles Faced and Successes Realized During ELD Standards and ELA/ELD Framework Implementation

California Ballroom (San Jose Room)

In November of 2012, the California State Board of Education (SBE) adopted the California English Development (ELD) Standards. In July of 2014, the SBE adopted the *English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve* (ELA/ELD Framework). This framework was meant to serve as a blueprint for implementing the California Common Core State Standards for English Language Arts and Literacy and the California ELD Standards. Although the ELA/ELD Framework sought to provide support to address the evolving needs of California’s diverse student population, school districts still face many challenges as they implement the ELD Standards and framework. These challenges range from budgetary constraints and professional development to the use of technology and assessments. Panelists will discuss many of the obstacles they have faced, strategies utilized, and the successes realized during implementation of the ELD Standards and ELA/ELD Framework.

Moderator:

Martín Macías, Superintendent, Golden Plains Unified School District; e-mail: mmacias@gpusd.org

Panel Members:

Francisco Escobedo, Ed.D., Superintendent, Chula Vista Unified School District; e-mail: francisco.escobedo@cvesd.org

Paul Gothold, Superintendent, Lynwood Unified School District; e-mail: pgothold@lynwood.k12.ca.us

Martha Hernandez, Assistant Superintendent, Educational Services, Fillmore Unified School District; e-mail: mmhernandez@fillmoreusd.org

Ruth Pérez, Ed.D., Deputy Superintendent, Division of Instruction, Los Angeles Unified School District; e-mail: ruth.perez@lausd.net

Ruben Reyes, Superintendent, Robla School District; e-mail: rreyes@robla.k12.ca.us

SESSION C WORKSHOPS

MONDAY, DECEMBER 7, 2015 • 3:15 p.m.–4:30 p.m.

Resources to Support Instruction of English Learners

San Gabriel ABC

This session highlights key ELA/ELD Framework resources (such as snapshots, vignettes, and figures) that support instruction of English learners while the California Standards for ELA/Literacy and ELD are being implemented. The presenters will include an update on the SBE-adopted list of ELA/ELD instructional materials and descriptions of the different types of programs.

Presenters:

Tom Adams, Ph.D., Director, Curriculum Frameworks and Instructional Resources Division, California Department of Education; email: TAdams@cde.ca.gov

Cynthia Gunderson, Education Programs Consultant, Curriculum Frameworks Unit, California Department of Education; email: CGunderson@cde.ca.gov

Equity and Advocacy for Our Students

Santa Anita AB

This interactive session allows participants to focus on systems for closing the achievement gap through an equity lens. Attendees will have an opportunity to participate in an equity focus group to reflect on the history of public education in the United States, identify agents and targets of oppression, review current educational data, and brainstorm practical systemic steps that support educational equity. Participants will reflect, refine, and share current Local Control Accountability Plan (LCAP) strategies and district goals that guide and support efforts to advocate for educational equity for all students.

Presenter:

Nicole Anderson, Diversity and Equal Access Executive, Association of California School Administrators; e-mail: nanderson@acsa.org

California's Educator Equity Plan: 2015 and Beyond

Santa Anita C

California has long been committed to providing a high-quality education to all students, regardless of their socioeconomic status or background. The 2015 *California State Plan to Ensure Equitable Access to Excellent Educators* describes many of the strategies and initiatives currently under way to prepare and maintain a highly skilled educator workforce for the benefit of all students. Workshop participants will learn more about the State Educator Equity Plan and, through facilitated conversations, share their ideas and perspectives to help inform the 2016 update of the plan.

Presenters:

Carrie Roberts, Director, Professional Learning Support Division, California Department of Education; e-mail: CRoberts@cde.ca.gov

Judith Ennis, Technical Assistance Consultant, American Institutes for Research; e-mail: jennis@air.org

Technical Assistance

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SESSION D WORKSHOPS

TUESDAY, DECEMBER 8, 2015 • 8:00 a.m.–9:15 a.m.

A Framework for the Explicit Teaching of Writing in Content-Based Classrooms

California Ballroom (San Diego Room)

Learners need to control a range of different written genres in order to write successfully in subject or content areas. This workshop provides leadership insight and examines a teaching-and-learning framework designed to develop students' writing skills and foster learner autonomy and mindfulness in writing. One of the implications for teacher development is that teachers need to have an explicit knowledge and a conscious understanding of the discourse and grammatical features of the genres embedded in their specific content areas. The framework has implications for curriculum leaders and is designed to be integrated with subject learning across the curriculum.

Presenter:

Pauline Gibbons, Ph.D., Adjunct Associate Professor, School of Education, University of New South Wales, Sydney, Australia

Using Maker Education to Leverage Language Opportunities for English Learners

California Ballroom (San Jose Room)

This hands-on workshop, designed for educational leaders, will demonstrate the power of *maker education* to authentically engage English learners (ELs) while simultaneously building language proficiency. Maker education weaves together hands-on learning, problem solving, collaboration, and oral and written communication to ensure that EL students become deeply immersed and invested in the curriculum. Workshop participants will engage in a hands-on maker activity to experience the critical role that language plays in this process. Educational leaders will gain a better understanding of how maker education can have a positive impact on EL students. The session provides easy-to-implement action steps to help educators bring maker education to their districts and schools.

Presenters:

Casey Shea, Project Make and Teacher on Loan for Maker Education, Sonoma County Office of Education; e-mail: cshea@scoe.org

Matt O'Donnell, Tech Innovation Specialist, Sonoma County Office of Education;
e-mail: modonnell@scoe.org

Jenn Guerrero, EL Coordinator, Sonoma County Office of Education; e-mail: jguerrero@scoe.org

SESSION D WORKSHOPS

TUESDAY, DECEMBER 8, 2015 • 8:00 a.m.–9:15 a.m.

Reexamining Formative and Performance Assessment Practices Through the Lens of Academic Language

San Gabriel ABC

The Common Core State Standards and Next Generation Science Standards have reframed how educators look at the language used by students during learning and assessment. The Understanding Language initiative has taken this challenge as an opportunity to deepen the field's appreciation of the centrality of language in disciplinary practices. The presenters of this workshop will share their insights, discuss free online courses and resources, and cover implications of this expanded view of language for English learners and emerging accountability frameworks.

Presenters:

Kenji Hakuta, Ph.D., Professor, Stanford University; e-mail: hakuta@stanford.edu

Jack Dieckmann, Ph.D., Associate Director of Curriculum at the Stanford Center for Assessment, Learning, and Equity (SCALE), Stanford University; e-mail: jackd1@stanford.edu

EDGAR: Old Friend, New Look

Santa Anita AB

The federal Office of Management and Budget (OMB) recently issued Uniform Grant Guidance that required a revision of Education Department General Administrative Regulations (EDGAR). This session will cover significant changes to the administrative rules and cost principles that govern Title III and discusses practical ways for agencies to implement these new rules.

Presenter:

Jennifer Mauskopf, Attorney, Brustein & Manasevit; e-mail: jmauskopf@bruman.com



SESSION D WORKSHOPS

TUESDAY, DECEMBER 8, 2015 • 8:00 a.m.–9:15 a.m.

Turnaround Arts: California — Building Instructional Capacity Through the Arts

Santa Anita C

Turnaround Arts: California is part of a national public–private partnership that leverages the arts to help improve the nation’s lowest-performing schools. The organization is one of 10 localities in the United States selected by the President’s Committee on the Arts and the Humanities, in partnership with the U.S. Department of Education, the National Endowment for the Arts, and several private foundations. Turnaround Arts partner schools spread from Northern California to the state’s southern border, with 10 schools in urban, suburban, and rural settings. Learn about the initiative’s expansion into California, the research findings from the Turnaround Arts pilot phase, and hear how Dr. Martin Luther King Jr. Elementary School, a public elementary school in Compton, built instructional capacity and transformed its school environment through arts-based strategies.

Presenters:

Malissa Feruzzi Shriver, Executive Director, Turnaround Arts: California;
e-mail: malissa@turnaroundartsca.org

Zipporah Lax Yamamoto, Program Director, Turnaround Arts: California;
e-mail: zipporah@turnaroundartsca.org

Stephanie Richardson, Principal, Dr. Martin Luther King Jr. Elementary School, Compton Unified School District; e-mail: srichardson@compton.k12.ca.us

Liane Brouillette, Ph.D., Associate Professor, School of Education, University of California, Irvine; e-mail: lbrouill@uci.edu

Technical Assistance

Palos Verdes

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SESSION E WORKSHOPS

TUESDAY, DECEMBER 8, 2015 • 11:15 a.m.–12:30 p.m.

Building Districtwide Coherence, Alignment, Capacity, and Accountability for English Learners

California Ballroom (San Diego Room)

Implementation of the new generation of standards and a new accountability era are requiring extraordinary efforts within districts to build capacity of teachers, develop alignment and coherence across multiple initiatives, revise curriculum, support implementation of effective practices, leverage resources, and connect all of these ideas through a shared vision and framework. Maintaining a focus on English learners' needs within these shifts is a major challenge. This workshop explores the dimensions of this challenge. Attendees will hear about lessons being learned by district leaders and the approaches that are working in the Sobrato Early Academic Language (SEAL) initiative spanning 12 districts.

Presenter:

Laurie Olsen, Ph.D., Director, Sobrato Early Academic Language (SEAL) initiative for English learners; e-mail: lolaurieo@gmail.com

Developing EL Primary Language and Literacy as a Pathway to College and Career Readiness

California Ballroom (San Jose Room)

This session will discuss the secondary dual language model and specific strategies and techniques to develop EL language and literacy. This unifying vision focuses on primary language as a strength to develop the English skills of ELs and help these students enter high school on a pathway to college and career readiness. As part of this vision, students in grade eight are taking and passing the AP Spanish Language and Culture Exam. During the 2014–15 school year, 90 percent of students who took this exam passed it.

Presenters:

James Orihuela, NBCT, Spanish Language Arts Teacher, Keller Middle School, Long Beach Unified School District; e-mail: JOrihuela@lbschools.net

Javier de Santiago, NBCT, Technology Teacher, Keller Middle School, Long Beach Unified School District; e-mail: JDesantiago@lbschools.net

We Are On Our Way: Transitioning to the English Language Proficiency Assessments for California

San Gabriel ABC

The state continues to transition from the California English Language Development Test (CELDT) to the English Language Proficiency Assessments for California (ELPAC). This session will discuss the most current information about this exciting test development process. Participants will also learn about opportunities to apply for various test development activities.

Presenters:

Lily Roberts, Ph.D., Administrator, English Language Proficiency Assessments Office, California Department of Education; e-mail: LRoberts@cde.ca.gov

Gaye Lauritzen, Education Programs Consultant, English Language Proficiency Assessments Office, California Department of Education; e-mail: GLauritzen@cde.ca.gov



SESSION E WORKSHOPS

TUESDAY, DECEMBER 8, 2015 • 11:15 a.m.–12:30 p.m.

Title III: Supplement, Not Supplant

Santa Anita AB

Title III “supplement, not supplant” requirements are simple in theory, but difficult in practice. This session will cover frequently asked questions and practical tests for determining whether Title III expenditures are supplemental.

Presenter:

Jennifer Mauskapf, Attorney, Brustein & Manasevit; e-mail: jmauskapf@bruman.com

Engineering Learning Opportunities for English Learners

Santa Anita C

The most effective way to engage English learners is through applicable learning activities that focus on transferable skills. This workshop provides participants with a model and resources to develop an engineering program for any K–8 school. The presenters will discuss their partnership with Qualcomm’s Thinkabit Lab, which allowed them to develop and grow an engineering lab that currently serves more than 1,200 K–8 students while infusing NGSS and ELD standards.

Presenters:

Francisco Velasco, Executive Director, Feaster Charter School; e-mail: francisco.velasco@cvesd.org

Sarah Motsinger, STEM Principal, Feaster Charter School; e-mail: sarah.motsinger@cvesd.org

Stephanie Dominguez, STEM Associate Principal, Feaster Charter School;
e-mail: stephanie.dominguez@cvesd.org

Pathways to Biliteracy: Understanding the Two-Way Bilingual Immersion Program Framework

Palos Verdes

This session will cover the importance of working with the research-based components of Two-Way and Dual Language (TWBI/DL) programs to create K–12 programs that are effective, long-lasting, and meet the goals of bilingualism and biliteracy. The number of two-way and dual language programs continues to explode in California, and the future of TWBI/DL lies squarely on how well program organizers, administrators, and teachers adhere to the principles of dual language implementation. The presenter will offer insights and practical suggestions for aligning existing programs or launching a successful startup.

Presenter:

Rosa G. Molina, Executive Director, Association of Two-Way & Dual Language Education (ATDLE); e-mail: twbirosa@gmail.com

SESSION F WORKSHOPS

TUESDAY, DECEMBER 8, 2015 • 12:45 p.m.–2:00 p.m.

LCFF and English Learners: Now Is the Time for Comprehensive Programs and Services **California Ballroom** (San Diego Room)

Each year, school districts in California are required to update and post their Local Control Accountability Plan (LCAP). This session will summarize a report of data aggregated from 29 LCAPs in reference to programs and services for English learners (ELs). The presenters will discuss local and state recommendations to help districts self-assess their current plans and identify areas for enhancement and improvement. The report, as well as a tool consisting of 10 research-aligned rubrics focused on English learners, will be presented for attendees to take back to their districts. The workshop aims to help participants target their LCAP goals and strategies for ELs.

Presenters:

Shelly Spiegel-Coleman, Executive Director, Californians Together;

e-mail: shelly@californiantogether.org

Laurie Olsen, Ph.D., Director, Sobrato Early Academic Language (SEAL) initiative for English learners;

e-mail: lolaurieo@gmail.com

Magaly Lavadenz, Ph.D., Professor, Department of Educational Leadership, Founding Director of the Center for Equity for English Learners, Loyola Marymount University; e-mail: Magaly.Lavadenz@lmu.edu

Title III Accountability Reporting Updates **California Ballroom** (San Jose Room)

This presentation will discuss the complete 2014–15 Title III Accountability Results. Districts will be provided with an annual measurable achievement objectives (AMAOs) performance overview of the past few years, the use of the California Longitudinal Pupil Achievement Data System (CALPADS) for CELDT/Title III Accountability Reporting, and changes made to the 2015–16 AMAO determinations.

Presenters:

Jonathan Isler, Ph.D., Administrator, Data Visualization and Reporting Office, California Department of Education; e-mail: JIsler@cde.ca.gov

Stephanie Woo, Education Research and Evaluation Consultant, Data Visualization and Reporting Office, California Department of Education; e-mail: SWoo@cde.ca.gov

How Does English Work? A Text-Analysis Perspective **San Gabriel ABC**

Academic English encompasses much more than vocabulary; it also includes understanding text structure and the relationship between ideas. *Syntax* is the grammatical arrangement of words within a sentence that provide cohesion. This session will showcase text-analysis strategies that provide students with a deeper understanding of language as a meaning-making resource. Learn how these strategies align with ELA and ELD standards to support instruction for English learners.

Presenter:

Silvia Dorta-Duque de Reyes, National Biliteracy Consultant; e-mail: silviadortaduque@gmail.com



SESSION F WORKSHOPS

TUESDAY, DECEMBER 8, 2015 • 12:45 p.m.–2:00 p.m.

Migrant Education Panel: Innovative Ways to Use Federal Migrant Funds to Support English Learners

Santa Anita AB

Attendees of this workshop will learn about three different ways that local supplemental migrant programs address the unique needs of English learners (ELs). The presentation will discuss practices and programming for an extended-day program that integrates Imagine Learning software, a summer program with a STEM curriculum, and a summer program collaborative with California State University, San Diego, utilizing a unique curriculum (Language Explorers).

Moderator:

Celina Torres, Administrator, Migrant Education Office, California Department of Education; e-mail: CTorres@cde.ca.gov

Panel Members:

Margarita Zaske, Ph.D., Director of Consolidated Projects, Santa Maria–Bonita School District; e-mail: mzaske@smbbsd.net

Tony Velásquez, Migrant Director, Tulare County Office of Education; e-mail: tonyv@migrant.tcoe.org

Sandra Kofford, Migrant Director, Imperial County Office of Education; e-mail: skofford@icoe.org

Why Computer Science Matters to English Learners

Santa Anita C

When students love what they learn and see how it connects to the real world, they work harder, learn more, dream bigger, and see themselves as valuable contributors to their communities. This workshop will present information and the latest research on career opportunity gaps that exist for English learners in California, as well as important initiatives that are under way to help provide computer science education to all students. Participants will learn how to find support for implementing strategies designed to build creative-thinking, reasoning, and problem-solving skills that involve computational thinking.

Presenter:

Gary Page, Education Programs Consultant, Career and College Transition Division, California Department of Education; e-mail: GPage@cde.ca.gov

Title III Program Basics

Palos Verdes

This workshop provides an overview of (1) federal legal obligations that provide the basis for English learner programs; (2) requirements that local educational agencies (LEAs) must fulfill if they receive Title III limited English proficient (LEP) or immigrant students program subgrants; (3) technical assistance for working with private schools so that English learners enrolled there receive an opportunity for equitable services; and (4) insights for federal program monitoring preparation as it relates to the aforementioned topics.

Presenter:

Elena Fajardo, Administrator, Language Policy and Leadership Office, California Department of Education; e-mail: EFajardo@cde.ca.gov

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Edgar Lampkin, Independent Consultant

María Larios-Horton, Santa Maria Joint Union High School District

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Martín Macías, Golden Plains Unified School District

Jan Mayer, Ed.D., Sacramento County Office of Education

Yee Wan, Ph.D., Santa Clara County Office of Education



A large rectangular area with a blue border, containing numerous horizontal lines for writing notes.

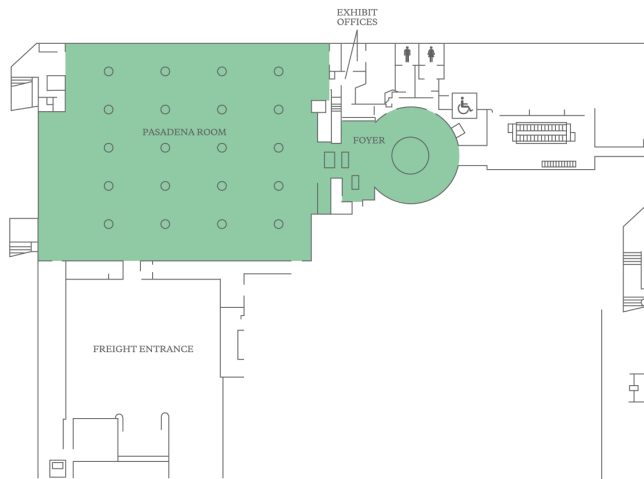
THE WESTIN

BONAVENTURE

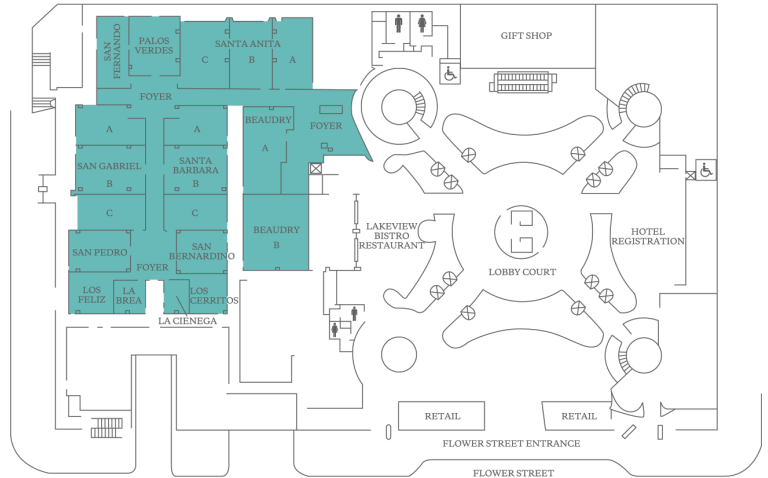
HOTEL & SUITES

LOS ANGELES

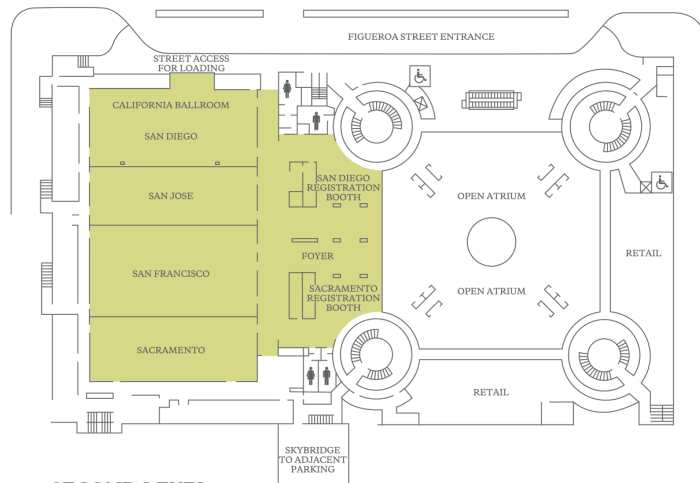
FLOOR PLANS



ONE LEVEL BELOW LOBBY,
PASADENA ROOM EXHIBITION HALL



LOBBY LEVEL



SECOND LEVEL

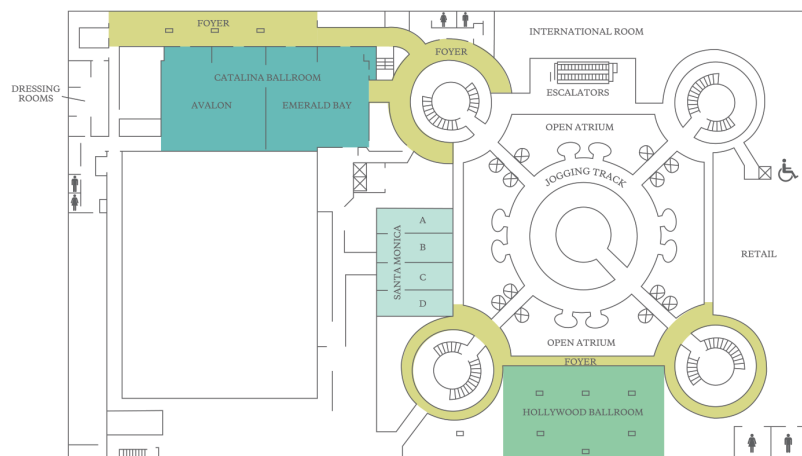
The Westin Bonaventure Hotel & Suites

404 South Figueroa Street

Los Angeles, CA 90071

Phone: 213-624-1000

<http://www.thebonaventure.com/>



THIRD LEVEL, CATALINA BALLROOM